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THE CLASSICAL WEEKLY

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By unanimous vote of the Executive Committee the Eighth Annual Meeting of The Classical Association of the Atlantic States will be held at Barnard College, on Friday and Saturday, April 17-18. The programme is as follows:

Friday Afternoon, at 2.30

Address of Welcome, by Miss Virginia C. Gildersleeve, Dean of Barnard College.

Response, by Professor W. P. Mustard, President of the Association.

Paper (illustrated): Horace's Sabine Farm, by PROFESSOR ELIZABETH HAZELTON HAIGHT, of Vassar College.

Paper (illustrated): Roman Remains in Spain, by PROFESSOR CHARLES UPSON CLARK, of Yale University, Delegate from the New England Classical Association.

Report of the Executive Committee: Report of the Secretary-Treasurer.

Paper: A Grammatical Excursion, by PROFESSOR FRANK GARDNER MOORE, of Columbia University. The subject is the use of rules in hexameters, or other verse-forms, by the mediaeval and modern Latin grammarians, from Alexander de Villedieu down, with especial attention to Alexander, Lily, Lancelot, and Kennedy.

Paper: The Debt of Chemistry to Greek Atomic Theory, by PROFESSOR C. W. E. MILLER, of The Johns Hopkins University.

The paper will adduce new material to show that John Dalton, the father of modern chemistry, did not rediscover the atomic constitution of matter, and that the atomic theory on which Dalton based his laws was, in its essential features, a direct offspring of Greek atomic theory.

Paper: The Conservation of Natural Resources in Ancient Rome, by DR. EVAN T. SAGE, of the University of Pittsburgh.

Friday at 7.00: Dinner, at Barnard College Open to Members and Visitors (at \$1.00 per person)

After the dinner there will be a

Paper: The Pastoral, Ancient and Modern, by PROFESSOR W. P. MUSTARD, of The Johns Hopkins University.

Saturday Morning, April 18, at 9.15

Paper (illustrated): Notes on Greece, by PROFESSOR CLARENCE HOFFMAN YOUNG, of Columbia University.

Paper: The Divine Character of the Rex Sacrorum, by DR. BESSIE R. BURCHETT, of The High School for Girls, Philadelphia.

The paper will offer evidence that the Rex Sacrorum was not, as is commonly held, a priest of Janus, but rather a priest of Jupiter, since the Rex Sacrorum represented a primitive Roman king who was viewed as an incarnate weather god. Further, the Agonalia of January was not a sacrifice to Janus.

Election of Officers: General Business.

Paper: The Extant Poetics of Aristotle in its Relation to Comedy, by PROFESSOR LANE COOPER, of Cornell University.

The scientific method employed by Aristotle in studying tragedy remains the same in his examination of epic poetry, and would not be greatly modified in its relation to any other type. How much, then, of the Poetics in its present form is applicable to comedy?

Paper: Ways in which the Latin Reading of the High School may be brought into Vital Relation with the Life of To-day, by MR. FRANKLIN A. DAKIN, of The Haverford School.

Saturday Afternoon, at 2.00

Paper (illustrated): Roman Coins of Interest to Secondary Teachers, by PROFESSOR ELIZABETH H. PALMER, of Vassar College.

Paper: Miss Sabin's Exhibit, as Developed and Used in Philadelphia, by MISS JESSIE E. ALLEN, of The High School for Girls, Philadelphia.

General Discussion: The Proper Contents of Editions of Latin Authors, for School Work and Freshman College Work (Caesar, Cicero, Vergil, Livy):

- (1) To what extent should words be translated?
- (2) Should references to Greek literature appear?
- (3) What references to Latin authors should appear?
- (4) How much attention should be paid to etymologies?
- (5) How much attention should be paid to literary criticism and modern parallels?
- (6) What illustrative material (maps, pictures, etc.) should be employed?

Miss Sabin's exhibit illustrating the Relation of Latin to Practical Life, as developed and used in Philadelphia, will be set up in a room adjoining the theater, in Barnard College.

The members and their friends are cordially invited to visit the Metropolitan Museum of Art after the close of the Saturday afternoon session. Competent guides to the Classical Collections will be supplied, among them, it is hoped, members of the Association.

Programmes, giving information of various sorts, relating to hotel accommodations, the arrangements for the dinner on Friday evening, and for luncheon on Saturday, will be issued to all members about April 1. Copies will also be sent to a large list of other persons who are not yet members of the Association, but ought to be. The Secretary will be glad to receive names of persons to whom copies of the programme should be sent.

There ought to be a record breaking attendance at this meeting. There are enough members of the Association living within easy reach of Barnard College to fill the largest room in the College; most of these members should find it easy to be present throughout the meeting. New York is within easy reach of a large array of members in other states.

It is hoped that there will be free discussion. Special time has been allowed for discussion both on Saturday morning and on Saturday afternoon. The programme is published thus early, that all members may have a fair opportunity to look up, if they will, the subjects to be presented. Mr. Dakin's paper, when read at a Conference at Albany last November, proved so concrete and so truly helpful that the Association is to be congratulated that Mr. Dakin allowed himself to be prevailed upon to present it at our meeting. Miss Sabin's exhibit has attracted much attention wherever shown. Some, if not all, of the models mentioned in the editorial in 7.81-82 may be seen now at Teachers College; it is hoped that a complete set of the Charts will also be on exhibition at Barnard College, during the meeting.

The officers and the Executive Committee of the Association have done what in them lay to present an attractive and helpful programme. It rests now with the members to do their share. That involves presence at the meeting (in all cases at least where geographical considerations cannot fairly play a hindering part) and, so far as time allows, participation in discussion.

C. K.

LATIN IN THE SEVENTH AND THE EIGHTH GRADES IN CALIFORNIA

The traditional practice of beginning the study of Latin in the ninth grade was adhered to in the public schools of California until three or four years ago, when the beginnings of a reorganization of the whole school system opened the way for a new order of things. The feature of reorganization which concerns the present discussion is a new grouping of

classes whereby the seventh and the eighth grades are cut off from the Grammar School and are united with the ninth grade to form what are variously known as Intermediate Schools, Introductory High Schools, or Lower High Schools. The curriculum of schools of the Intermediate type is nearly always so arranged that the student may begin a foreign language in the seventh grade. In most cases Latin is offered, along with one or more modern languages (German, French, Spanish).

The establishment of these Intermediate Schools is a matter not of compulsion, but of local option. Berkeley (the seat of the State University) took the initiative by opening three such schools in January, 1910. In the following year Los Angeles (the second city of the State) adopted the same plan, and has now eight Intermediate Schools in operation. In 1912, Oakland (the third city of the State) began a reorganization along similar lines; in the fall of 1913 Palo Alto (the seat of Stanford University) opened one Intermediate School. It is reported, too, that similar action is soon to be taken in Fresno, Pasadena, and other important centers. And now that the ice has been broken, the study of foreign languages is being introduced into the grades even in schools where conditions are such that full Intermediate organization is not feasible.

The State of California, therefore, is undertaking, on a large scale, the experiment of introducing to the study of Latin children two years below the conventional High School age. As the plan has now been in operation in some schools for two or three years, or more, it has seemed worth while even thus early to attempt to form some estimate of the measure of success attending the new departure. Not to depend upon personal impressions or general report in this matter, the writer has taken pains to communicate individually with a large number of teachers who have been in close touch with the Intermediate Latin work; the report which follows is based largely upon their testimony, often quoted verbatim.

At the outset, there were considerable difficulties to be faced; the teachers had to adapt their methods to meet new conditions, and the manuals used by most of them were either incomplete or merely in preparation. But notwithstanding these drawbacks, the verdict at the present time is overwhelmingly in favor of the policy of beginning the study of Latin in the seventh grade.

The conditions of beginning Latin thus early are, naturally, very different from those which prevail in the ninth grade. The younger pupil must do all or nearly all of his work in the classroom under the teacher's supervision; he cannot bear, as well as his older brother or sister, the strain of concentrating his mind for any considerable length of time upon a single topic or operation. Under these conditions,